Peer Mentoring and Coaching

Lorraine Evans, PhD
Executive Director, Academic Success Center
loevans@augusta.edu

Katherine Sweeney, MPA
Assistant Vice President of Student Success
ksweeney@augusta.edu
Learning outcomes

At the end of this presentation you will have a draft outline of a coaching/mentoring program to implement at your home institution

And lots of questions
Develop an outline with worksheet

We ask these key questions to help us hone in on our goal for the program:

1. Why
2. Who
3. How
4. Why (assessment)

Examine opportunities, challenges and considerations within each area
WHO WE ARE:
- Academic Advisement
- Academic Success Center
- First/Second Year Experience
- AAMI
- Retention Management

WHAT WE DO:
- Advising
- Progress Reports
- Tutoring
- Academic Coaching/Mentoring
- Programming and workshops

http://www.augusta.edu/afa/success-center/
WHERE WE ARE NOW

15 PEER COACHES AND HIRING MORE
MENTORS WITH AAMI
GRANTS WITH MENTORING COMPONENT
https://jzeroblog.com/2016/12/06/the-difference-between-coaching-and-mentoring/
#1 Why we do coaching @ AU

- Retention and progression
  - Maintain academic engagement
  - Increase sense of belonging
  - Build confidence through progress

- Expectations
  - Engagement in academics
  - Participation in social activities
WHY do you want a program?

Take a minute or two and write down why you want a program. Include broader goals along with specific behaviors and actions that you think would be included.
#2 Who we include

- Students
  - First and Second years
  - Probation/at risk
  - AAMI
  - Athletes
- Mentors/coaches
  - Students (undergrads /grads)
  - Faculty / staff [paid staff in ASC]
  - [Community – has not worked out]
WHO? Identify your target group/s
#3 The big question -- HOW do you do it?

Contacting students

Coaching process

Coaching content

Workshops and events
How we do it – contact

CONTACTING STUDENTS
1. Orientation
2. EAB Navigate software
3. Email all FTFT week 1
4. Email new transfers week 2
5. Contact at-risk after Progress Reports (wk 5)
6. Probation and suspension

Overview in ASC session
Emails and assessment
Separate for tracking but similar message
Targeted campaigns
How we do it – process

THE COACHING PROCESS

1. Online coaching outline
2. Meet with professional staff
3. Complete Individual Academic Success Plan (IASP)
4. Meet with peer coach
   - Short term (specific issue)
   - Long term – (support)

Online
- Time saver

One-on-one OR small group
- By major

Identify strengths and challenges

Appointments
- Pay students
- Based on student preference
Important considerations

Marketing is key

Partnerships and collaborations

Meeting space
Scheduling availability

TRAINING!
HOW will it work for you?

- Are other folks on your campus doing training?
- Do you have a software system to leverage for program?
- Where will webpage be housed? Who is managing unit?
- Where do you want them to meet? Designated space or can you share with someone?
- Is there a group you can collaborate with to make an impact?
#4 Assessment @ AU

• Retention and progression
  – Maintain academic engagement
    • retention rates and credit hour completion
  – Increase sense of belonging
    • student survey at end of term
  – Build confidence through progress
    • student survey at end of term
What will you assess?

1. Process / short term
2. Outcomes / long term
To summarize...

- Tailor programs to your specific goals
- Resources shape options
- Collaborations build capacity
Thank you

*Please make a note of any questions and we will address them all at the end of the next presentation.*
Interconnection of Social Belonging and Peer Mentoring

MAURICE NELSON, M.ED.
Learning Objectives

➢ An understanding of the breadth of student identities.

➢ A framework to utilize diversity competencies when developing effective peer mentoring.
Disclaimer

Let’s Move Together
Social Belonging

Social belonging is a sense of relatedness connected to a positive, lasting, and significant interpersonal relationship.

Mere belonging is a minimal (or even chance) social connection.

Social belonging factors are characterized as social feedback, validation, and shared experiences (Walton et al., 2012).
Social Belonging as a Catalyst to Effective Peer Mentoring

**Mentoring** – long term relationship focused on relationship building

**Coaching** – short or long term relationship with more specific goals

**Mentoring** is a long-term process based on mutual trust and respect. **Coaching**, on the other hand, is for a short period of time.
Diversity Defined, Discussed, and Applied

**DIVERSITY: RANGE OF DIFFERENCES AND SIMILARITIES**
- Economic status
- Culture
- Religion
- Veteran status
- Physical/mental ability
  - Visible and Invisible
- Student type
  - 1st Gen, trad/non trad, Res/Com, Online/trad/hybrid
- Generation
- Gender identity
- Sexual orientation
- Romantic orientation
- Many more at various intersections!

**SOCIAL BELONGING: HOW WE RESPOND TO DIVERSITY**
- Understand
- Celebrate
- Inclusive
- Fairness
  - Equity
  - Equality
## Learning and Student Engagement Impacts

<table>
<thead>
<tr>
<th>DIFFERENCES</th>
<th>IMPACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquisition of information</td>
<td>How well we receive information</td>
</tr>
<tr>
<td>Problem solving</td>
<td>How receptive we are to instruction</td>
</tr>
<tr>
<td>Communication (verbal and non-verbal)</td>
<td>Engagement in the learning process</td>
</tr>
<tr>
<td>Learning methods</td>
<td>Willingness to seek help</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>Peer interaction</td>
</tr>
<tr>
<td>Symbols</td>
<td>Co-curricular involvement</td>
</tr>
<tr>
<td></td>
<td>School spirit/pride</td>
</tr>
<tr>
<td></td>
<td>Grades</td>
</tr>
<tr>
<td></td>
<td>Retention</td>
</tr>
</tbody>
</table>
What is mentoring?

What community do we want to be?

Make useful tests! Failure as awesome

New folk can't be expected to just ~know~ something

Teaching and learning

Your position needs change
Practical Application

African-American Male Initiative Minority Advisement Program
Minority Advisement Program (MAP) – Peer Mentoring

The Minority Advisement Program (MAP) is a college mentoring/success program for minority incoming students (MAPees). Freshmen and transfer students are matched with upperclassmen to assist with their acclimation to college life.

• Help students transition from high school or from another college.

• MAPees join a small group led by a competitively-selected, trained, upperclassmen student (MAP Sponsor).

• The MAP Sponsor serves as a peer mentor:
  • Make MAPees aware of campus resources and opportunities
  • Encouraging academic success
  • Arranging social gatherings
  • Cultivating social belonging based on their intersecting identities.

• MAP Sponsors and mentees are matched according to identity assessments, which create the optimal mentoring relationship.

MAP relationships enhance the Georgia Southern experience and deepen the commitment to scholarship and success.
MAP Mentoring

- Peer mentoring
  - Mentor training
    - General mentoring, campus and community resources, scenarios
    - DIF, QPR Gatekeeper, and more

- Group social interaction
  - Developmental programs that consider a myriad of identities
    - Academic development
    - Professional development
    - Identity development
    - Social development
  - Socially interactive programs and events
    - Opportunities to celebrate oneself
    - Opportunities to engage with others
Men of Vision and Excellence (MOVE) – African-American Male Initiative

MOVE is a mentoring and achievement program that is supported by Georgia Southern University Office of Multicultural Affairs the University System of Georgia’s African-American Male Initiative (AAMI). As such, MOVE observes the AAMI four key components, which makeup the nucleus of the program’s function: academic skills enrichment, peer and adult mentoring, leadership development, and student support services.

• MOVE is designed to aid in students in their movement toward graduation while helping them to create their own paths to success.

• Students will have access to a supportive community consisting of faculty, staff, and students who are focused on creating a culture of engagement, civic duty, and academic achievement, which promotes a well-balanced and successful collegiate experience.

• The program works to provide members with the tools and resources needed to excel both academically and socially.

• We aim to develop leaders who will be able to compete globally, give back to their communities, and create a positive images of young men of color.

Above all, MOVE is a brotherhood - a network of like-minded people who support each other and have fun in the process.
MOVE Mentoring

- Peer mentoring
  - Tailored academic plans
  - Organization Model
    - Student Leadership
    - Standing Committees
    - Student-led initiatives

- Group social interaction
  - Developmental programs that consider a myriad of identities
    - Academic development
    - Professional development
    - Identity development
    - Social development
  - Socially interactive programs and events
    - Opportunities to celebrate oneself
    - Opportunities to engage with others
Best Practice Recommendations

➤ Adequate training
  ➤ General mentoring, campus and community resources, common and little know policies and procedures, DIF, QPR, etc.
  ➤ Staff
  ➤ Students

➤ Recognize identity groups
  ➤ Consider the full breadth of diversity

➤ Consider intersecting identities
  ➤ Develop individual and group mentoring strategies that consider intersections

➤ Determine mentoring strategies and resources for a truly diverse environment
  ➤ Sometimes that means creating or advocating for new and or revised policies and procedures

In doing so, you foster a sense of social belonging amongst your students, and the tailored mentoring becomes more effective at positively impacting our bottom line:

Retention
Progression
Graduation
Assessment

- Quantitative
  - Retention
  - Progression
  - Graduation

- Qualitative
  - Enriched experience
  - Self-efficacy
  - Catharsis
A Legendary Story
Written, Produced, and Directed by:
Nicolas Burke – President, MOVE
“I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

- MAYA ANGELOU
Contact Us

Maurice Nelson, M.Ed.
Georgia Southern University
Office of Multicultural Affairs
E: mnelson@georgiasouthern.edu
P: (912) 478-5409

Lorraine Evans, Ph.D.
Augusta University
Center for Academic Success
E: loevans@augusta.edu
P: (706) 446-5167

Katherine Sweeney,
Augusta University
AVP for Student Success
E: ksweeney@augusta.edu
P: (706) 731-7979
2020 USG Momentum Summit III

University of Georgia